

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Glenshire Elementary
Address	10990 Dorchester Drive Truckee, CA 96161
County-District-School (CDS) Code	27-6113062
Principal	Rachael Kuttel
District Name	Tahoe Truckee Unified School District
SPSA Revision Date	October 25, 2022
Schoolsite Council (SSC) Approval Date	October 25, 2022
Local Board Approval Date	November 16, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Glenshire Elementary School serves Transitional-K through 5th grades. Glenshire offers comprehensive programs in music, PE, science, art, English language arts, mathematics and counseling. We supplement core studies with hands on learning explorations and have many enrichment opportunities for our students. These opportunities include Spanish, photography, guitar, theater, technology and more. At Glenshire Elementary our vision is "our students love to read and they read to achieve."

School Profile

At Glenshire Elementary, in partnership with our families and community, students will experience a balanced education addressing the needs of each individual child. For all children to succeed, we believe it is necessary to integrate social, emotional, and physical development with a strong academic curriculum, within a safe, secure and peaceful environment.

Students:

Students at Glenshire Elementary practice the tenets of being kind, safe, responsible and respectful. They engage in meaningful learning opportunities and make contributions to their classrooms, school and community. Students are challenged and motivated by high expectations resulting in high quality work. They have opportunities to work individually and cooperatively in safe and respectful environments that foster a love for learning.

Staff:

The staff at Glenshire Elementary is a community of lifelong learners. They collaborate together in Professional Learning Communities (PLCs) in order to reach their full potential with students. As a result they are committed to developing a habit of curiosity, inquiry and reflection that impacts students and adults alike. Dedication to the PLC model translates to student support and school wide success in all areas. The staff use Plan-Do-Study-Act (PDSA) Cycles and identify focus students to monitor during the cycles. Also, Teachers at Glenshire are consistently recognized and honored by their peers as outstanding leaders and educators. They are experts in differentiating instruction to meet the needs of their diverse classroom communities. Together with families and students, Glenshire teachers and staff create a safe and nurturing child-centered environment where children can flourish and meet their greatest potential.

Our School:

Glenshire Elementary is a modern facility with a solar design boasting a library, gym, cafeteria, wellness center and a performance stage. The school's unique location on a 25 acre greenbelt provides a beautiful outdoor classroom for field study and snowshoe adventures.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Glenshire Elementary School Site Council (SSC) has met to review and become familiar with our new DTS format for our SPSA in general, and the following dates and descriptions outline our collaborative consultation with our SPSA: September 14, 2022: Principal and Assistant Principal presented a working draft of revised 2022-2023 SPSA goals to the Glenshire Elementary Instructional Leadership team, which consists of grade-level classroom teacher representatives Kinder through fifth grade, special education teachers and staff, enrichment teachers, counselor, principal, and assistant principal. Feedback was received on the goals stating that the goals were attainable and rigorous. PLCs work with PDSA cycles to support goals.

September 27, 2022: SSC reviewed the 2022-2023 SPSA goals to determine if they needed to be revised due to end of year Data from 2021-2022.

October 3, 2022: Principal presented a working draft of 2022-2023 SPSA goals to the Glenshire Elementary English Language Advisory Committee (ELAC), which includes parents of English Language Learners, our ELD Coordinator,

assistant principal, and community liaison. This presentation emphasized our work with English Learners. Feedback was gathered from the members of ELAC and applied to the documents. Feedback included celebration of student results, and that the goals are appropriate, attainable, and rigorous. ELAC approved the draft goals with the increase in number of students to be reclassified in Goal 1a.

October 4, 2022: SSC reviewed the working draft of 2022-2023 SPSA. The principal shared the feedback offered by ELAC and the school Instructional Leadership Team and highlighted revisions made.

October 25, 2022: Principal presented the final draft of the 2022-2023 SPSA to SSC for final approval. The team agreed that the goals are appropriate, attainable and rigorous.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.2%	%	0	1	
African American	0.19%	%	%	1		
Asian	0.37%	%	%	2		
Filipino	0%	%	%	0		
Hispanic/Latino	10.04%	10.5%	9.52%	54	53	46
Pacific Islander	0%	%	%	0		
White	84.39%	83.4%	84.06%	454	421	406
Multiple/No Response	3.72%	4.8%	4.55%	20	24	22
	Total Enrollment			538	505	483

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	106	79	86
Grade 1	78	81	74
Grade 2	85	78	81
Grade3	81	86	75
Grade 4	96	79	90
Grade 5	92	102	77
Total Enrollment	538	505	483

Conclusions based on this data:

1. Glenshire Elementary School enrollment decreased due to Covid 19 and families choosing other options for schooling. However, 2022-2023 Enrollment Data shows an increase of 25 students.
2. Hispanic sub group maintained at 10% over the last 3 years.
3. Overall, the numbers of kindergarten students enrolled has decreased.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ELA

Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC ELA to 75% meeting or exceeding standard

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group by 3% points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: EL):

On the spring 2023 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

Five of the Glenshire Elementary School English Language Learners will be reclassified by Spring of 2023.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2021 ELA CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC ELA	<p>Overall 2021 ELA CAASPP Results</p> <p>All: 70% Hispanic: 52% White: 73% EL: * RFEP: 91% SED: 53% SWD: 36%</p> <p>*data suppressed student group =< 10 students</p> <p>OVERALL 2022 ELA CAASPP Results</p> <p>All: 72% Hispanic: 60% White: 73%</p>	<p>School enters Expected Outcome by June 2023</p> <p>ALL: 75% Hispanic: 63% White: 76% EL: * RFEP: * SED: 58% SWD: 38%</p>

Metric/Indicator	Baseline	Expected Outcome
	EL: * RFEP: * SED: 55% SWD: 35%	
English Learners	8 of 10 English Language Learners that participated in spring 2021 ELPAC testing showed growth in at least one testing domain. Three English Language Learners were reclassified in fall 2021.	All students to show growth in minimum of one of the testing domains (listening, speaking, reading and writing) Five English Language Learners will be reclassified in the Spring of 2023.

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening using the STAR and STAR Early Literacy. And new for 2022-2023, implement the DIBELS assessment for diagnostic and progress monitoring as outlined by the district assessment calendar.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to provide professional development for all teachers in the science of reading using the LETRS training.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2023 school year staff will have completed Volume 1 of LETRS.

Person(s) Responsible

School Administrators and school staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue using the SIPPS program for students in intervention who are identified as below benchmark for phonics and phonemic awareness skills, Read Naturally Live for students identified as below benchmark for oral reading fluency and comprehension skills, and LLI for students identified as below benchmark in comprehension skills.

Students to be Served by this Strategy/Activity

SED, RFEP, Hispanic and White

Timeline

During the 2022-2023 school year.

Person(s) Responsible

School Administrators and school staff; District staff will support, as needed

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue the Eagle's Nest weekly tutoring program after school for EL students, per ELAC input.

Students to be Served by this Strategy/Activity

EL

Timeline

During the 2022-2023 school year.

Person(s) Responsible

School administrators and school staff.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Teachers choose at least one focus student from each of their classes for their PDSA cycles and progress monitoring in the PLCs.

Students to be Served by this Strategy/Activity

SED/Hispanic/EL

Timeline

During the 2022-2023 school year.

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC Math.

LCAP Goal

By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Basis for this Goal

The basis for these goals is the 2021 Math CAASPP results and the Renaissance Learning Forecast tool predictions for the 2021-2022 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP - SBAC Math	<p>OVERALL 2021 Math CAASPP Results</p> <p>All: 62% Hispanic: 42% White: 64% EL: * RFEP: 55% SED: 48% SWD: 14% *data suppressed student group =< 10 students</p> <p>OVERALL 2022 Math CAASPP Results</p> <p>All: 68% Hispanic: 50% White: 70% EL: * RFEP: * SED: 55% SWD: 32%</p>	<p>2023 Math CAASPP Expected Outcomes</p> <p>ALL: 71% Hispanic: 53% White: 73% EL: * RFEP: * SED: 57% SWD: 35% *data suppressed student group =< 10 students</p>

Planned Strategies/Activities

Strategy/Activity 1

Continue universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2022- 2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Recommit to our agreed upon predominant Everyday Math Strategies: math message and focus lessons, math boxes, open response re-engagement lessons and emphasize vocabulary development.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2022- 2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Expand the use of differentiated skill building applications to scaffold math instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of 2022- 2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Safe, Supportive and Collaborative Culture

Goal Statement

By the end of the 2022-2023 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3% and decreasing office referrals and suspensions.

LCAP Goal

By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

The basis for this goal is the 2021-2022 Chronic Absenteeism and suspension data as well as our Caring Connections and DESSA data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate	<p>Suspension Rate for 2021</p> <p>ALL: 0% Hispanic: 0% White: 0% EL: 0% SED: 0% SWD: 0%</p> <p>Suspension Rate for 2022</p> <p>ALL: 1% Hispanic: 0% White: 1% EL: 0% SED: 0% SWD: 0%</p>	<p>Suspension Rate:</p> <p>ALL: <3% Hispanic: <3% White: <3% EL: <3% RFEP: <3% SED: <3% SWD: <3%</p>
Chronic Absenteeism	<p>Chronic Absenteeism Rate for 2020-2021</p> <p>ALL: 2.9% Hispanic: 1.9% White: 2.8% EL: 5.6% SED: 7.5% SWD: 5.1%</p>	<p>Chronic Absenteeism</p> <p>ALL: <3% Hispanic: <3% White: <3% EL: <3% SED: <3% SWD: <3%</p>

Metric/Indicator	Baseline	Expected Outcome
	Chronic Absenteeism Rate for 2021-2022 ALL: 2% Hispanic: 9% White: 2% EL: 7% SED: 2% SWD: 8%	

Planned Strategies/Activities

Strategy/Activity 1

Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to administer the DESSA as a social emotional screener to identify at risk students and provide support as needed.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of the 2022-2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Social Emotional Support

Goal Statement

By the end of the 2022-2023 school year, the number of students in the “needs instruction” category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

LCAP Goal

Goal #1: By 2023-24, TTUSD will ensure that all scholars are provided challenging and engaging learning opportunities to be prepared for college, career, and life.

Goal #2: By 2023- 2024, TTUSD implements effective and consistent instructional practices that meet the needs of all students.

Goal #3: By 2023- 2024, TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels and staff and families feel safe and supported as measured by local and state data. (TTUSD Pathways 2020 Goals 3, 6, 7, and 8; HRS Level 1)

Basis for this Goal

DESSA Screener results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DESSA	DESSA Baseline Data (Fall 2022) Percent of all students in following areas: Strength: 31% Typical: 67% Need: 2% (8 students)	Decrease number of students in the "needs instruction" area as assess by DESSA EOY in the Spring of 2023 to: 1% (5 students or less)

Planned Strategies/Activities

Strategy/Activity 1

Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA), Second Step, and the Nurtured Heart Approach.

Students to be Served by this Strategy/Activity

All students

Timeline

By the end of the 2022- 2023 school year.

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue and refine professional development on trauma-informed practices for systematic implementation.

Students to be Served by this Strategy/Activity

All students.

Timeline

By the end of 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue and refine professional development on restorative practices and circles.

Students to be Served by this Strategy/Activity

All

Timeline

By the end of 2022-2023

Person(s) Responsible

School Administrators and School Staff; District staff will support as needed.

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC ELA.

Site Goal 1A (Target Student Group: SED):

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the SED student group by 3% points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: EL):

On the spring 2023 ELPAC, all Glenshire Elementary School English Language Learners will meet a score of proficient at the bridging level showing growth in a minimum of one of the testing domains: listening, speaking, reading, and writing.

Two of the Glenshire Elementary School English Language Learners will be reclassified by fall 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC ELA	School enters Expected Outcome by June 2023 ALL: 75% Hispanic: 54% White: 75% EL: 2% RFEP: 93% SED: 55% SWD: 38%	June 2022 ALL: 72% Hispanic: 60% White: 73% EL: 29% RFEP: 75% SED: 50% SWD: 38%
English Learners	All students to show growth in minimum of one of the testing domains (listening, speaking, reading and writing) Two English Language Learners will be reclassified in the fall of 2022.	7 of 11 EL Students tested showed growth in a minimum of one of the testing domains (listening, speaking, reading, and writing) Two English Language Learners are eligible to be reclassified in the fall of 2022. Three English Language Learners are eligible to be reclassified in the Spring of 2023.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue universal screening and progress monitoring using the	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
STAR and STAR Early Literacy as outlined by the district assessment calendar.			
Continue to provide professional development for all teachers in the science of reading using the LETRS training.	Implemented as planned		
Continue using the SIPPS program for students in intervention who are identified as having needs with phonics and phonemic awareness.	Implemented as planned		
Continue the Eagle's Nest weekly tutoring program after school for EL students, per ELAC input.	Implemented as planned		
DIBELS Diagnostic to inform targeted invention and to show progress monitoring	new for 2022-2023		
Use of LLI for students who show an area of need in only comprehension for reading	new for 2022-2023		
Use of Read Naturally Live for students who show an area of need in fluency for reading	new for 2022 - 2023		
Teacher chosen focus students for PDSA cycles	new for 2022-2023		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We were able to implement, as planned, all four activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies had an overall high impact as we met our 2022-2023 goals by the end of the year in 2021-2022 and needed to revise our goals in order to continue our upward growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal was met by the end of the 2021-2022 school year, as such the goal has been revised to show another 3% increase for all subgroups on CAASPP ELA.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By the end of the 2022-2023 school year, Glenshire Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 3% points as measured by CAASPP: SBAC Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP - SBAC Math	CAASPP - SBAC Math 2023 ALL: 65% Hispanic: 45% White: 67% EL: * RFEP: 58% SED: 51% SWD: 17% Homeless: * *data suppressed student group =< 10 students	CAASPP - SBAC Math 2022 ALL: 68% Hispanic: 50% White: 70% EL: * RFEP: 63% SED: 50% SWD: 34% Homeless: * *data suppressed student group =< 10 students

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue universal screening and progress monitoring using the STAR and STAR Early Literacy as outlined by the district assessment calendar.	Implemented as Planned		
Recommit to our agreed upon predominant Everyday Math Strategies: math message and focus lessons, math boxes, open response re-engagement lessons and emphasize vocabulary development.	Not yet implemented		
Expand the use of differentiated skill building applications to scaffold math instruction.	Partially Implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All staff used STAR Math and STAR Early Literacy as a screener and progress monitoring tool to inform their practice and monitor student growth. The focus in 21-22 was on Literacy and not on recommitting to our agreed upon predominant strategies from Everyday Math. Grade levels used different differentiated programs to scaffold math instruction from IXL to Freckle to Dreambox, these tools were not analyzed for effectiveness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We believe that the strategies paired with teaching math in person, rather than virtually, were extremely effective in student achievement: we exceeded our goal by 4%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes made to the goal.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By the end of the 2022-2023 school year, Glenshire Elementary will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 3% and decreasing office referrals and suspensions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rate	Suspension Rate: ALL: <3% Hispanic: <3% White: <3% EL: <3% RFEP: <3% SED: <3% SWD: <3%	2021-2022 ALL: 1% Hispanic: 0% White: 1% EL: 0% SED: 0% SWD: 0%
Chronic Absenteeism	Chronic Absenteeism ALL: <3% Hispanic: <3% White: <3% EL: <3% SED: <3% SWD: <3%	2021-2022 ALL: 2% Hispanic: 9% White: 2% EL: 7% SED: 2% SWD: 8%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue implementing the safe, caring adult survey at the beginning of the year and end of the year.	Implemented as planned		
Reinstate and expand positive attendance celebrations monthly and at the end of the year.	Not implemented		
Continue to administer the DESSA as a social emotional screener to identify at risk students	Implemented as planned		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and provide support as needed.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Both the safe, caring adult survey and the DESSA screeners were implemented as planned. Due to Covid we did not reinstate the positive attendance celebrations.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 The safe, caring adult survey and the DESSA screeners continue to be highly effective strategies in monitoring and informing student social-emotional learning as well as increasing their desire to attend school everyday.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 Most likely, we will not implement the positive attendance celebrations for the 2022-2023 school year due to continuing impacts from Covid and the required 5 - 10 day quarantine. In Lieu of positive attendance celebrations, more emphasis will be placed on supporting students attending school through positive behavior celebrations, student voice and choice through student leadership, community building activities such as "Proud to be an Eagle Week" and highly engaging classroom learning experiences. More connections will be made with parents and caregivers to provide positive supports for families of students who struggle with attendance.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By the end of the 2022-2023 school year, the number of students in the “needs instruction” category will have decreased as measured by the DESSA-mini and DESSA social emotional screener.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DESSA	Decrease number of students in the "needs instruction" area as assess by DESSA EOY in the Spring of 2023 to: 1% (5 students or less)	

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue and refine professional development on how to use DESSA to drive social-emotional instruction and learning, including Aperture (through DESSA) and Second Step	Implemented as planned		
Continue and refine professional development on trauma-informed practices for systematic implementation.	Partially implemented		
Continue and refine professional development on restorative practices and circles.	Partially implemented		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This year, all action steps and services will be implemented as planned. There is at least one staff meeting/staff collaboration each month set aside for SEL strategies and supports where teachers focus on Trauma Informed strategies, Nurtured Heart Strategies and/or implementing the Second Step program to fidelity. DESSA data is reviewed three times per year, and used to create counseling groups.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Effectiveness will be measured at the end of the 2022-2023 school year as reflected on the DESSA EOY assessment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

School Principal

Classroom Teachers

Name of Members	Role
Rachael Kuttel	Principal
Andee Repsher, Ken Rae, Jane Miller	Classroom Teacher
Teresa Ketron, school librarian	Other School Staff
Erin Ellis, Amanda Helm, Lindsay Hill, Camille Land, Hillary MacLean	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2022.

Attested:



Principal, Rachael Kuttel on 10-25-22



SSC Chairperson, Amanda Helm on 10-25-22

2022/2023 Glenshire Elementary

** Allocations are tentative and are subject to change as more information becomes available

Site Funds					Measure AA (Resource 9103)								District Funds						
Intervention - ALS	Intervention - Additional	Site Op	Lottery	Title 1	Extra Curricular	VAPA Equip + Supplies	Instructional Materials	PE Equipment	Tech Maint + Supplies	Emotional Learning Support	Library Materials	Science Materials + Supplies	GF	Intervention/ ALS	District EL	Title 1			
		\$55/pp	\$20/pp																
RE 0140	RE 0000/ GL 1456	RE 0395	RE 1100	RE 3010	GL 1211	GL 1530	GL 1110	GL 1572	GL 1292	L1 = 21	FN 2420	GL 1595	RE 0000	RE 0140/ LO2 9XX	RE 0791	RE 3010	RE 0999		
2022/2023 Allocation	\$34,642	\$26,565	\$9,660	\$0	\$12,425	\$2,485	\$39,760	\$1,491	\$9,940	\$12,425	\$9,149	\$8,330	\$79,438	\$24,855	\$21,865		\$10,513		

FTE	Total Cost
0.40	\$46,719
0.60	\$79,438
0.30250	\$17,398
0.33373	\$19,697
0.0429	\$101
0.39750	\$16,717

														\$24,855	\$21,865				
													\$79,438						
		\$14,945	\$2,453																
		\$19,697																	
		\$101																	
		\$6,204															\$10,513		

Total Funds Used	\$34,642	\$0	\$8,758	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$79,438	\$24,855	\$21,865	\$0	\$10,513	\$0	\$0
Remaining Funds	\$0	\$0	\$17,807	\$9,660	\$0	\$12,425	\$2,485	\$39,760	\$1,491	\$9,940	\$12,425	\$9,149	\$8,330	\$0	\$0	\$0	\$0	\$0	\$0